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International Nurses day May 2019

The theme for this year's International nurse's day is "Nursing: The Balance of Mind, Body, and Spirit". This is a great opportunity for nurses around the world to stop and reflect to celebrate the contributions that nurses make to societies around the world. This year's theme is all about nurses who lead to promote health and wellbeing for their patients, their families and themselves. This requires for nurses to be strong advocates to lead the change. However, our advocacy efforts must extend beyond the patient. Nurses are at the forefront of leading change and are required to be an advocate within legislation, regulation and in local communities. Our world is changing, there are many global issues effecting health care. The current workforce challenges are just one example. Others include the global burden of disease and the age of our populations. These global issues are impacting on professional practice. We must ensure that to be a true advocate nurses have the knowledge and skills and commence with taking care of ourselves and each other.

As a nurse to have experience of nursing care and development of knowledge in another country is one opportunity to see healthcare practice from a very different perspective. It gives the opportunity to visit another country, develop new skills and become immersed in a new culture. At Northumbria University we have a growing portfolio of international partnerships which enables learning and teaching and the development of knowledge to take place. Following are personal accounts and insights from staff and students engaged in international exchanges which is contributing to development of self to be an advocate for change.

Dr Debra Morgan. Erasmus Northumbria University.

Nursing in an international context is recognised as valuable to support student nurses to develop personally and professionally, and in particular, to develop toward cultural competence (Button et.al., 2005; Callister & Cox, 2006; Morgan, 2018). For example, at Northumbria University, approximately 20 student nurses per year are offered the opportunity to participate in an optional study abroad placement as part of the Erasmus exchange programme (European Commission, 2012). Within this programme, students undertake an international clinical nursing placement in an European Union (EU) country. As a result of their international nursing experience, students report being transformed. For example, one student stated:

'I am a totally different person ... I take a lot more pride in my achievements. Now it's "I went to Spain and I did that and how amazing is that"'

Following return to their home studies, students also apply their developing cultural competence to their nursing care. For example, a student who visited Finland identified:

'I think I'm more confident and observant of things ... Because on [international] placement you had to observe more 'cause of the language, so I think I notice things more now like body language'.

And another student noted:

'Going to Spain I understood the expectations they [patient & family from a southern EU country] had from health. So I felt I could relate to them better and have an awareness of expectations of us. It was good to have that idea that they want to spend as much time as they can with family and look after them, bathing or whatever, which we don't expect as English people. So even though this family

couldn't speak English, I had a better relationship; it enhanced the experience for that family'.

Having the opportunity to experience international nursing during pre-registration nursing studies, therefore not only provides positive learning outcomes for students, it, in-turn, also enhances the care of service users.

Grenada. Director Dr Jennifer Solomon, Nursing and Allied Health Sciences, St Georges University

As a small island in the Caribbean it is no longer possible for nurses to remain focused on local or even national health care problems. In an era of being a global citizen they must be prepared to face health issues in any setting. Nurses are expected to collaborate globally, impacting research, practice and policy in order to advance health. Enabling student nurses exposure to international experiences increases their preparation and shows first-hand the impact of global issues on healthcare.

Often the international experience student's gain is from a 'developing' country; in this experience our Grenadian students travel to 'developed' countries enhancing and expanding their professional and personal growth. As with the more traditional experiences our students that travelled to Cardiff last summer reported increased confidence as they came out of their 'comfort' zone. They heard different dialects, tried local dishes and interacted with fellow students and nurses enriching their cultural experiences. At the large teaching hospital many noted similarities and how caring is universal construct. On returning they spoke of the diversity within the patients and colleagues and how cultural competency became less of a theory but more of a practical application. Many are still in touch with the nurses they met in their clinical settings continuing their awareness and growth.

In Grenada we encourage students to 'think beyond'; exposing students to these experiences expands their horizons and encourages international collaboration.

Four of the Grenadian students who travelled to Cardiff Wales this summer.



Joy Shao, Programme Leader, MSc Nursing/Nursing Leadership and BSc (Hons) Nursing Science, Northumbria University, Newcastle-upon-Tyne, United Kingdom

Northumbria University welcomes students from all over the world. The MSc Nursing and MSc Nursing Leadership programmes (12 months or 20 months full-time) and BSc (Hons) Nursing Science programme (1 year full-time, two year part-time) are designed for international and UK students with nurse registration wishing to advance their study. It is based at Coach Lane Campus, Northumbria University, where has dedicated staff and special facilities at a state of the art clinical skills centre for students to engage in simulated activities within an authentic clinical environment.

Throughout the programme, the students develop the capacity to synthesise contemporary nursing theory and further their professional nursing and nursing leadership potential. They can access and critically analyse research as evidence to inform practice, and to appreciate nursing challenges from a local, national and global perspective. This programme also promotes their ability to communicate effectively with colleagues through peer support and to share perspectives with wider audiences through conference and publications. They are encouraged to challenge their own beliefs about nursing practices through reflective processes.



International students visit local hospital

In addition, the programme develop the students' capacity to problem solve, promote knowledge transfer and lead in the transformational change of care to benefit patients/clients. Towards the end of the programmes, BSc students undertake an extended literature review (6,000 words) while MSc students to conduct a systematic appraisal of published contemporary literature (15,000 words) on an area of professional interest, which require them to conceptualise and apply theoretical perspectives to a complex nursing concept, practice or health condition or leadership challenge. It is anticipated that the students will exit with the ability to lead on future innovative initiatives in nursing.

This programme prepares a good grounding for students to undertake future study, such as MSc Nursing/Nursing Leadership (for BSc students) and PhD (for MSc students). The students have an excellent opportunity to learn from knowledgeable and enthusiastic lecturers and students from diverse cultural backgrounds and from the perspective of nursing practice, which will contribute to develop and maximise their potential throughout the course, both personally and professionally. One of the students commented that

‘ I have studied nursing at Northumbria University in Newcastle and it is a fantastic learning journey because I have learned a lot of things that is quite different to China. We have chance to visit local hospital and compare the different things with China that could make me learn the advanced knowledge. I have made foreign friends in my class where we could exchange different culture and experience to each other that have broaden my horizon ’ .

Malta-Programme leader Dr Tony Conner

Northumbria University have collaboratively worked with the Malta College of Arts and Technology to develop a BSc (Hons) Degree in Nursing Studies. The students at first were very unsure surrounding the expectations of the course, and also having teaching staff who were unknown to them. However, within a very short time, the students relaxed and valued what they were being taught, they thrived on learning not only new topics but from having the Northumbria staff's experience. The MCAST staff appreciated the Northumbria involvement, and they have stated that it has enriched not only the student knowledge and skills but also the MCAST teaching staff. The students loved the group work and practical's, they found they became more involved in their own learning but also in developing relationships with each other, valuing others opinions and friendship. The students have stated that they feel more prepared to go into practice not only from a theoretical perspective but also from their ability to work independently and also within a group.

10 of the Malta student have taken advantage of the Erasmus student exchange programme and have been taught at Northumbria University. The students have benefited from their exposure of Northumbria's simulation suites and the excitement of being in a foreign country experiencing a different perspective on their learning. They have valued their different experience and identified how this has helped in their development.

Ministry of Public Health, Thailand. Programme leaders Dr Alan Platt and Jaden Allen

In healthcare education, Simulation Based Education (SBE) has become a vital learning and teaching methodology and, as a result, many organisations have invested in state of the art SBE technologies (Harder, 2009; Nursing and Midwifery Council, 2007). Pivotal to the effective delivery of SBE and the use of the technologies is the need for faculty who possess expertise in all aspects of this approach and, in particular, the debriefing process (Association for Simulated Practice in Healthcare [ASPiH], 2016; International Nursing Association for Clinical Simulation and Learning [INACSL], 2016). Northumbria University has been commissioned over a number of years by the Ministry of Public Health, Thailand to deliver UK based residential SBE faculty development programme for selected healthcare educators from Thailand to ensure that they could deliver state of the art SBE to their healthcare workforce.

To meet this need the University developed a bespoke two to three week Simulation Based Education faculty Development Programme. The aim of the programme was to develop an understanding of simulation based education across a range of healthcare and educational environments, with the delegates being able to:

- Develop their theoretical knowledge of simulation-based education.
- Design and delivery effective simulation-based educational experiences
- Demonstrate effective debriefing skills.
- Discuss the influence of human factors on healthcare delivery and patient safety
- Consider the use of simulation-based education as an assessment methodology

These high quality programmes, which were designed and delivered on current best practices within SBE and Nursing practice, were delivered by the University's SBE and healthcare experts, including experts by experience. They cover all aspects of SBE such as scenario design and debriefing and cover the breadth of SBE modalities. The programmes were constructivist in nature and as such they have been very interactive, centred on the participant's educational needs. Key to this approach has been the sharing of expertise and experience in a very collaborative manner that enables participants, over the course of two to three, to design, develop their own SBE materials and scenarios that would enhance patient care and the staffs' clinical practice.

Soraya Niha Benyala, Senior Lecturer in Midwifery at Boromarajonani College, said: "This is the first time that I've seen simulation-based education in the UK and I think the atmosphere for learning and teaching is fantastic at Northumbria. The equipment is of the highest quality and the support for staff who deliver simulation-based learning is very good.

"I have enjoyed the teaching very much and I will be taking a lot of what I have learned back to Thailand."

Additional comments included:

- *"Thank you...I have plan to use SBL for teaching in my subject and could you please give me suggestion if I have some questions. Miss you all. Thanks for give me an inspiration to be a good teacher like you and your team".*
- *"Thanks for give me an inspiration to be a good teacher like you and your team".*
- *"...remind us of the great memory at Northumbria University".*

This collaborative Trans-National education (TNE) approach also includes students from across our undergraduate healthcare programmes who participate in the scenarios and offer feedback on the development and delivery of these. This pioneering approach ensures that the participants have SBE resources that they can then use and deliver within their own organisations to their own students (Harder, 2009). This enhances the skills, knowledge and experiences of the nursing students, utilising the TNE of SBE, bringing nurse globally together.

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